

Upheaving Societal Impoverishment
(Version2) : Is Equality of Opportunity a
Promotion of an Ideal?

By

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Introduction: A personal Statement

In a world of Globalisation and multiculturalism is there such a thing as a singular civilisation? Class is the only driving force in the world that forces people to either strive to achieve the impossible or fall from a position in which they once controlled an empire in the form of a workforce known as *human resources*. Every individual from every nation defines themselves in the same terms, their nationality being the unifying bond between men, women and children; in that regard people become equal to one another through the image of a flag. But beyond that, how do we as a global civilisation (where some people, cultures or classes of civilisation(s) cannot see the same) learn to trust one another as individuals and as nation states. Forgiveness like equality is a state of mind, constructed in an intangible web of constructs and mental images designed to allow the individual (or nation state) to understand, describe and define their environment. Global Disarmament is not the role of one nation or infrastructure but the duty and the right of all nations. Before there was war, struggle and strife, there was peace. So the idea of creating peace or declaring it is almost completely alien, how do you declare, create or manifest something that once existed?

When I was younger I voted for a political party that fitted in line with what I would have classed myself as, a party that fell in line with where I was both socially, economically and within my educational bracket of learning and understanding. I prayed a lot and hoped that the idea would gain traction and that they would change my life and alter the nature of society (civilised humanity in which people commune and educate, elucidating the similarities and differences between social and actual programmes within a schemata of promoted through Human Rights and enshrined within history as a positive and proactive thing). Developing an image of who I was at the time, I tried to join a group of young Marxists who taught me that I was smart, but not as smart as I thought I was; equally they taught me that I was political but not as political as some people would class themselves.

Wisdom has taught me that despite the desperately dangerous ideas that are classed as radical and right wing, there has to be a shining light, a torch that divines us as members of a shared planet and biological entities who may not necessarily always act and think on the same level as all other biological entities on the same planet. Later on in life, as I faced work in a banking infrastructure, the structure collapsed due to a political scandal in which I met a man who taught me that I was smarter than I thought I was, though, he also taught me what hope was for others. I spent a while trying to educate myself such that I could show him that he was possibly more intelligent than he was allowing himself to be, and for that I can only look back and apologise if I was rude for mentioning the Flat Earth Theory of which he believed in.

It might sound like a joke, but in the modern world of which we live, there are individuals who know vehemently because they were taught it in school that the Earth, a given name for the planet which mirrors the soil is flat apparently. They are taught that the Earth is 10,000 years old. Psychology, which has only been around for approximately 80 or 90 years evolved from other disciplines such as phrenology, the study of the brain, which would have taught people the apparent differences between them and equally the similarities. In today's world of social and cultural divergent trends, racism and bias have no place with which to be allowed in speech, thought or print as well as action. As such I will apologise if I was rude in the past for listening, thinking, speaking or acting as though I hold a social bias towards or against any culture, including the xenophobia that some might consider to be quintessentially my own culture, although it is very much clearly not.

Culture to me is not a word, or a class or a race. Culture is not a people or a type of thing, or a conglomeration of things or people. Culture is art, music, history, academic discourses and primary sources of positive and proactive discussion. It is, as with all things and disciplines, a state of being and also an intelligent use of language, both as an art and as a way of communicating a positive idea or ideal. A positive ideal is something along the lines of being selfless, helping someone

even when you personally have very little. A positive ideal in my eyes is looking at consumerism in a city that doesn't necessarily have a blue collar industry (replaced with white collar workers and service industries), with a view to supporting the very same industries in the same city. A positive ideal is teaching people honour through communication with the people they would have shunned in earlier life. But there is no greater ideal than the quest to educate and be educated with a view to improving a community.

Learning to speak with respect to someone else, regardless of whether you are surrounded by love or alone and surrounded by the things you love, the truth is I believe I am always alone, regardless of whether I am surrounded or not. The only thing that keeps me going, the only people who keep me going are distanced through physical hardship and mental and emotional stress, of which I may well have helped to create and as a result all I have is an eternal apology. But more than that, the ability to look at the people I would class as an enemy of my self, my apparent people or my supposed state, whether that is home at present, in the past or in the future, whilst attempting to create forgiveness is something I have not yet managed to completely allow in my life, though everyday is an opportunity to forgive.

This same word, society, of which I have used many times without thinking about the connotations of the same is something that simply describes a community of people. Some friendly and welcoming, others not so. Yet in the modern world in which we consume and buy and consume and buy, shopping until the internet (which is open 24 hours a day where you have the money to pay for whatever you like) consumes the very same thoughts we produce brings little joy or peace to the heart of a man who wants equality in a country where everyone is equal in their subjecthood.

Substances, which have corrupted more than a billion or more souls over history and throughout the modern generation, which are considered a way of life have led to deformities in the formative first moments of the birth of humanity and which equally still to this day corrupt men, women and unfortunately also damage children. In tackling what is called *substance misuse*

but which ultimately is actually addiction to the very same substances requires constant and acute education in order to limit the damage caused to that one word, society.

I speak to people through the words I right, but I am not speaking as a leader or as someone who practices caution, rather I think with my heart; which usually is resting on my sleeve rather than in my chest. Passionate speech dictates how I interact with others rather than what I mean to say, so for all the instances in which I offend, I apologise if it appears as though I have any sentiment that is held against anyone, whether I am promoting a point or otherwise. Nationalism, that is the ideology of one nation state over another is something I do not fully understand, though once I thought I was a patriot, where sadly I have found that my loyalties limit my ability to support anything for lack of an ideal. Globalisation has left the world in want of more, be it through the production and manufacture of goods and services or the export of the same goods and services which to this day I am still attempting to create (i.e. I am attempting to produce through the manufacture of strings of words, of which I assume the consumption of the same is of use to the reader as opposed to detrimental to the well-being and overall health of the individual).

Money for some is all there is and ever was, where promotion of ideology such as peace, hope and light, happiness and growth of supportive and not solely selective but actual infrastructure in order to aid the education and learning of a community will lead to the curing of terminal diseases worldwide. I have very little at present and as such I am attempting to gain what I do not have at present (and might never have in order to change a situation I cannot in all but word). I am battling my faith, for the sake of an ideal, a hope and the fact that I have had to denounce the organised infrastructure of an organisation that helps people such as myself to reach goals beyond belief is something that to some may seem confusing, but here is one reason why I cannot talk about religion any more. Global Disarmament of which the failure thereof is my own is not an educated or uneducated principle but rather a symbol of my lack of understanding or knowledge about the issues that

most concerns the average person. I state this because I already live in a community in which the idea of Disarmament (of which every nation has a responsibility to it's citizens to either democratically vote and then work towards the very same process or otherwise) is an issue that does not hold much currency for numerous reasons.

The economy, crime, health and security are more like issues that people worry about, whilst they attempt to pay for services such as the ambulance and fire or police services through taxation. Ultimately the point of this personal statement is to analyse and critique within my own mind the same issue from a number of different angles. The aim of which would be to see the world from different divergent and convergent trends and then define a course justified not solely by faith and religion, or national and or cultural sentiment, but rather by best practice. i.e. causing the least detriment to any one individual whilst saving as many lives as possible.

The many uses of Recycled Plastic internationally

What are the many uses of water? The lifeblood of the planet, it powers Nuclear fission, cars, fuels and channels all life and equally is a mode of transportation both for humanity and for aquaculture. Water, whilst easily filtered where there is an infrastructure for the same, cleaned, reused and recycled is also easily tarnished under less than modern systems of continuously upgraded infrastructures and communities. Water shortages and the nature of transmission of disease and sickness through the use of water has led to the increasing use of bottled water, juices and drinks manufacture. All of which is then either recycled for use in a multitude of systems and commercially released into the public fields with a view to reusing what once would have solely been the domain of refuse collection and rubbish dumps alone.

What if there was a way to reuse the rubbish dumped in many civilisations and countries with a view to altering the nature of water use and distribution globally through construction systems? In the United Kingdom, as with many of the western nations, Iron in the form of Steel is manufactured and used regularly to allow for homes to be supplied with water. Gas is usually supplied through Copper pipes potentially with plastic coating on the inside of water, gas and where used metal infrastructures. What if every single piece of plastic produced on the planet was used in one way, shape or form under the manifestation of recycling as a means to upgrading the entire planets water filtration and supply infrastructure such as to reduce the instances and transmission of what could be the causes of Autoimmune illnesses (such as Guillain-Barré Syndrome, which is associated with Influenza, cytomegalovirus (CMV) which is part of the Herpes Virus, Epstein-Bar virus or mononucleosis, mycoplasma pneumonia, which is an atypical pneumonia caused by bacteria like organisms and also HIV or Aids).

Whilst the United Kingdom does have water filtration systems, including Scotland, with it's own supply and water filtration systems, what of the rest of the world? Every country apart from the nation of Pakistan (which uses potentially two types of plastics) and equally the Middle Eastern Region which has a monopoly and as such secrecy (as with China, Japan and various other states) as to the infrastructure of their water filtration systems, use steel and copper manufactured and sourced either domestically and (or) internationally. India and Russia are the only countries that a basic internet search highlights as having a clay infrastructure from older generations of water provision. Japan is the only country that points to a lack of regulation of water provision. So the question I have for is, who regulates water globally (where you have the resources to communicate to a national and equally international audience)?

The International School of Disarmament and International Relations

The United Nations is not a political school open to every citizen globally, just as the International Relations of the diplomacy relating to the United Nations, the European Union and the African Union are not democratic. The only country on the face of the planet to have a completely disarmed civil populous, minus the inclusion of the British Army is the Scottish homeland. Imagine people from every corner of the country communicating with international and national students as well as local high school students and current and future democratic leaders that worked towards alleviating the very same issues that the Scottish Government works towards. Minus the devolved policies of the Westminster Government, Scotland basically already has a strong background in politics and equally is virtually independent.

As a sovereign nation with four parliaments, the United Kingdom is adept at espousing idealistic rhetoric, but what is an ideal? The height of civilisation or racism towards anyone not local or based within a local constituency? Rather it is the height of civilisation within an elite structure run by public servants for the people, but what about the rest of the world (which though not the remit of every civil citizen, is the sole cause of an epidemic of the proportions noted within countries such as the country of my birth – Zambia). I am a British citizen at present and I class myself as an Afro-Scot or Scottish where other people within the community may not necessarily see me with the same eyes.

Why is there no learning from a shared and divergent trends within and throughout history? Why are political schools for elected leaders run by elected leaders for all leaders world wide, including Iran and Korea and Afghanistan focused solely on teaching on foreign soil whilst providing weapons and training counter to the objectives of supranational organisations such as the United Nations, the African Union and the European

Union? Will Global Disarmament be a worldwide ideology or ideal as with the United Nations of 1945 or will we as a global populous forever be held to ransom by our choice of democracy? If we cannot learn from one another, social, cultural and national bias will be our core edict in which the idea of an offensive cultural idea such as *Black Lives Matter* will become a reality where people do not realise that as a result of Human Rights, we all have equality. But equality is not a reality until all men, women and children in the middle east are free, as with the Israel-Gaza tensions or the Germany of the European Union. The day a Scottish leader offers to allow a meeting of minds and politics, extending their hand to both the German and Israeli leaders at the same time is the day the wall to Gaza will come down as with the East West divide in Germany which was a day for International celebration as opposed to the Syria of recent history.

Nationality and cultures

To define a person's nationality as the culture they were raised in is a difficult point of note, as not everyone sees the world through the same eyes. To define a person's nationality as their religion is also not a description of a reality that is either fair or true as faith and belief in the power of a civilisation in thought and deed is not solely the strength of their military might or will to promote an ideal in the form of the rhetoric of peace. There is always an opposition to anything that can be humanly thought of, it is inspired by the very duality at the core of civilisation and of rational thought.

Defining a person as a class of person limits their ability to be seen as more than just a racial type or a hair colour or an eye colour or even just a religion. Using myself as an example, I have been educated to a university standard, so to define myself as a former student and nothing else would be wrong, because I am more than simply a former student. So why is it possible to go to university and read the word '*blacks*' whilst studying towards a political science course, when I am more than simply a racial type or class or culture or civilisation. Supporting a cause, such as the end of the occupation of Gaza or the war for peace and a halt of the progression of whole armies is something I have to this day failed to understand due to the fact that even now I fear I am looking at the issue not from the same angle as the rest of the world (academic, overly critiquing how many nuclear warheads exist in any one state or any one region of the planet at present).

Fear, as with all things drives people to achieve the impossible, but thinking with a clear head and passion for the alleviation and solution to the issues that particular forms of warfare are causing has to be the priority in any nation that currently doesn't care about the toll of incurable terminal illness. Still using myself as an example, I would not call myself a slave, where other people still believe that it is acceptable and prompt to promote the same idea in order to point towards the difference between myself and themselves. It is ultimately about the

psychological damage caused by history to humanity. The idea of superiority over someone else is something that regardless of whether you are rich or poor, middle class or socially and economically non-descript irrelevant because, there is still crime. There is still the need for health care, there is still damage to society and civilisation as national tragedy in the form of arson causes damage to a country in the form of a national tragedy. Forest wildfires worldwide lead to the need for new ways of tackling the problems we all face. Collapsing bridges and sinkholes lead to questions of construction and standardisation in the interests of public safety.

As people we each face the same problems, how to clothe ourselves, feed ourselves, how to interact with the structures and vessels of state and communicate with people that matter (whether that is people we know or people we do not). But various needs and wants highlight the similarity and difference between cultures. I once wore a blue beret in public as a fashion statement. It was taken to be a political statement (despite the fact that it was a blue beret) which is ironic, as Britain and the question of race and identity is constantly changing and transforming whilst remaining the same. Political statements misunderstood detract from interpersonal skills and the ability to construct a level of communication that is not offensive or angry. The values that a person exhibits through being personable or rather, through institutional learning and personal understanding of their role as a friend, family member, employee, employer or otherwise are learnt alone (i.e. no one man, woman or child can learn something for someone else in an institutional setting. So how can the same lesson be taught to all cultures simultaneously such that they wish to live in peace?).

As the conglomeration of a long line of political activism and protests denotes, a person is the height of evolution, religion teaches the same point as the tools used to create imagery define the difference between a state of being and a state of existence. But, environmental, psychological and social factors (peers, friends workmates, family) dictate how the cultural, social and literal value a person places on their own worth in comparison to that of the community around themselves. No one man is perfect,

religion also teaches this (as outside of the son of God in my own chosen faith there is no other perfection). But the idea, and the ideology becomes skewed with a view to removing the image of equality, whether that is between the sexes, between nations and between peoples. Knowledge of wants and needs is the difference defined by actions. A person grows hungry, the want something to eat but choose not to eat anything due to other commitments in comparison to a person wanting to eat but having been starved for a day needs food through choice or otherwise. As such the actions of an individual change from the image of a want to a need and their actions reflect their urgency. A need is something that is necessary, a want is a choice. Consumerism is a want. A price index is a want. A roof is a need.

Social econometrics

If every citizen earned £30,000 as a universal basic income from the moment they were born to the moment they died; that is every single citizen on the planet in a Globalised and Disarmed world, we would all be equal. Corruption would be all but wiped out due to the same value attributed to all children. But the idea of wealth accumulation and capital acquisition along with the value attributed to different concepts such as a book, or a car or a house creates difference (greed which is a corruption). Now imagine every single household held a card that was a library pass, and also a passport as well as a credit card containing the same £30,000 per annum accumulation as a societal contract. The contract being, you learn the law and complete high school to continue earning and for those individuals who don't complete high school an opportunity to earn through social welfare and with education (provided both by the state and state partners would also enhance the idea of a competitive and well educated workforce in totality such that there would be no wastage in society). The question is, where does the money come from and why?

Social skills that change you as a person in order to improve diverse social skills are about how to create and improve the impossible, not what to improve or whom. Anyone can learn from academic principles such as history, human rights, law and legislative processes, history, background and the nature of what a proactive and positive police force working both with and for the community are able to achieve. But what about how to create Global Disarmament through positive interaction with the public. Scotland had a knife and gun amnesty, as prompted and promoted by the police. Why can't every nation do the same such that even the military have been removed from the control of the Scottish nation. The country as a result is basically the only nation on the face of the planet that (despite having a military presence) is disarmed. The public fear knife crime and when a shooting happens (on those rare occasion(s) that people do not

understand what political ideology is prompting within a public-private partnership with a view to alleviating knife crime and the *sick man of Europe* image) it is both alarming and a call to work harder and faster with a view to increasing the peaceful coexistence of multiple communities. War is migration and the harm that is caused to a public that does not deserve to lose son's and daughters in any nation. The political party I voted for at the beginning was The Scottish National Party and the peace I refer to is one in which I am free to write peace for all people and not solely for myself.

Think like a warrior and act like a pacifist

In order to bridge the gap between those able to live in peace and those who are not, you must learn to understand first and foremost what it is that you as an individual believe. If you believe in war, in fighting for honour and victory, then you have to remember there are some people out there who will not want to fight against you. If you believe in fighting against those who fight to protect the world, or their nation states, you must remember there are people who are not capable of fighting against you.

But if, like me, you believe in peace, the honour of living in a state of calm, whether relative or otherwise is always a state of being; whether that is the mental frame of mind or whether it is the physical state of being calm.

The first question that appears to be startling as a thought, is the thought of a change in a person's life peace was declared worldwide, as with the end of any national or international incursion. Soldiers might come back to their home countries.

Their uniforms and equipment might get stockpiled in a barracks under lock and key, with watchful guard.

Christmas day. Those same people, who appear strong may be traumatised like the royal marine I walked past on Princes Street in Edinburgh, who has his registration number on a cardboard box as he begs for money and food. Psychologically, we as a society would have to find a way to deal with the loss and then the relative gain of a world disarmed, or at the least in which every human being worked towards a day when there were no more physical or mental incursions on the personal space of another person.

Peaceful protest will get you so far, but the symbol it relates to younger generations is so much further reaching than can be told, without the memory of a positive image or knowledge of how tragic racist thought, ideology and hatred are, there is no understanding of the damage it causes. And by damage I mean both to the individual, the social group, the hierarchy and architecture of society as a whole and most importantly, to how we as a generation of caretakers of a planet that didn't belong to us are to be viewed in history. We live here, on land that is borrowed, using time that is borrowed. We fabricate knowledge and ideas in order to create a world that is so far beyond what was originally constructed in the eyes of the creators of the concepts we know as Gravitation, Force, Speed and Acceleration or even the smallest most minute concept of the Quantum age.

At this moment in time, despite the extremes of wealth and poverty, never more so than now has any generation been richer in both heart and mind, wealth being a state of mind as opposed to solely the accumulated constancy of capital acquisition. There is never enough time to collect anything and everything, just as there is never enough time to complete deadlines in order to produce more items to be consumed. So the first point returns with a note of apology. I have published a lot of books with a view to altering my mental state such that I can fit in with people I don't know yet and have likely never known and will likely never know. So why fight to speak? Why fight to be a leader of a trade or an industry over promoting the ideology of a soldier? Because a leader of trade or an industry promotes the idea of peaceful coexistence through business and industry. A soldier promotes himself through his actions whilst fight for his country only to be forgotten when he leaves the services where he is of a lower rank. For all the honour and respect that people deserve, killing people who may not be innocent is not the only route to saving the nation. Who saves the soldier when his fight is over?

Version II

2053: Black Diamond

It was a limited thought, a simple thing; he knew the words simply.
“Ding dong, Hitler’s dead. Their all dead.” Codename Wardogs had been engaged and disengaged. Five seconds later they arrived in front of an old man. Xenophon began a steady walk towards the window where lay a sea filled with ships. His skin glistened dark as with the diamonds in his golden crown.
“Come with us, you’re presence is necessary to save the timeline.” she grabbed his arm and then Codename Wardogs was activated. Five seconds later they arrived in front of Plato who was bellowing to himself about how beautiful his final sunrise would be.
“Come with us, you’re presence is necessary to save the timeline.” she grabbed his arm and then Codename Wardogs was activated. Five seconds later they arrived in front of Einstein who was musing about a quantum physics equation on a chalk board.
“Welcome to Haven, you’re presence is necessary to save the timeline.” he grabbed his arm sticking to protocol and then Codename Wardogs was activated. Five seconds later they arrived in front of Descartes who was crying about the use of will power and social coercion in the area over breakfast.
“Come with us, you’re presence is necessary to save the timeline.” she grabbed his arm and then Codename Wardogs was activated. Five seconds later they arrived in front of Isaac Newton who was rubbing his head.
“Come with us, you’re..” The war between Imperator and Cable, C.A.B.L.E had orchestrated as a simple fabrication of space time. Imperator was erasin

The Total Writing Systemic Method: Aims (or problems and solutions to the same)

1.1

Within this linguistic discourse, predominantly designed to help children to get to sleep (along with a form of communication with parents and equally a writing tool aimed at teaching anyone and everyone to write) without bias in a dialectical syntax has the following aims:-

- I. *In the form of a dialogue with the audience and;*
- II. *in which speech is predominantly defined as the role of a parent/teacher or guardian within the role of parent/teacher/guardian etc.*
- III. *as a tool for allowing anyone to learn to write in a similar and somewhat familiar manner.*

This is such as there appears a theoretical framework within the works surrounding the Multiphase Multiverse Inverter Universe(s) in which grammar, syntax and narrative are a core component of which, all are defined within the narrative of a complex and almost analogous system of natural language. Whilst at first glance, it appears easy to define a poem as a stand-alone construction of individual language, there is more to the general unifying theorem of the framework known as the Total Writing System. All of this is such that the nature of the object of language and its use becomes the subject of orientated normative cultural subjective ideals (specifying the difference between objective and subjective roles within the narrative or within any given narrative through the constructive evaluation and analysis as follows). Other areas of interdisciplinary study such as for instance science, technology and engineering, social anthropology and legislation as well as autocratic and democratic hierarchical structures and the foundations of civilisation feature heavily as mentioned characters within various aspects of the more abstract work to follow. These are exhibited within a diatribe or dialogue in which the poetry allows an opportunity for communication and dissemination of the key themes portrayed within the work; whether that is in a group or as individuals with children or otherwise.

The reason, without focusing on religion is because monotheistic culture focuses on the same ideology shared in part, which is touched briefly upon with a view to defining theistic monoculture through a reimagining of all relative theology and experiential psycho-social evaluation and analysis of converging and diverging trends within sovereign borders both nationally and internationally.

The role of institutions and institutionalisation of society such that a preponderance towards formative and normative verbal, written or visual

communication both within academic structures and equally more general interdisciplinary societal contracts of which leads us to areas of specificity and rules within the specific conventional and cultural convention of academic conversation whether monologues, dialogues or analogous synthesis of form in the format with which the reader consumes. This is all completed such that the reader accomplishes a level of academic excellence in the form of diction if nothing else, such that the conversion from colloquial to multi-lingual and multi-interdisciplinary development becomes their (the readers and writer(s)) role.

In this regard it should be noted that writer(s) is taken to mean, any singular person who chooses to use either a technical or non-technical development structure and ambient post analysis and review of either this series or a future successive series of books in which '*mind over matter*' becomes quality, quantity and variability within a key core elemental series of subjective / objective ideas. The subjective / objective matrix thus becomes how one person views either their own work or that of other peoples work both prior to and post development of the same idea e.g. time, space, multiverse etc.

The point or aim is to create a synthesis between multidisciplinary scenario's in which a person learns from both their environment and from every aspect of every person and objectively promotes a subject such that they improve as a writer. Now, as writing is easy for some and harder for others, development of a structure which creates the superfluous motion, namely, fluidity within a powerhouse of creative and imaginative structure comes with time, practice and constant and consistent self motivation (or encouragement). That is to say, as a predetermined understatement, open and free outlooks on divergent linguistic trends would define the difference between normative versus formative and performance based accounts provided in each and every book. In this primary series (the multiphase multiverse inverter series) the aim was to develop:-

- i. Diction with a view to enhancing self confidence and direction of writing, a literary style and knowledge of a catalogue of work (whether self directed or otherwise).
- ii. Moral standards through communication (be that through the ideology surrounding parents and children, teachers and their students or somewhere in between).
- iii. Educational syllabi within primary, secondary and tertiary infrastructures and potentially a bridge between all three (namely where there is none available).
- iv. Education outside of educational structure either prior to or post academic success.
- v. Encouragement with a view to promoting further development of a positive guide for future generations of writers (and positive

enhancement of the bedtime reading experience through polite addition to any bookshelf).

The Total Writing Systemic Method: Aims II (or problems and solutions to the same)

1.2

The discourse that dictates the language, culture and syntax of racialised speech emphasises and enforces stereotypes. Stereotypes being a form of more obscure and divisive negative heuristic idioms. That is to say over time the difficulties associated with divergent race in multicultural societies becomes a form of educated supposition in which relational symmetry is defined.

Over time, the politics that surrounds class is refined to incorporate multiple perspectives of poor or deteriorating citizenship and identification of attitudes formerly associated with blue collar and '*working class*' voting practices and ideologies. Namely, this forms itself in the association and

incorporation of '*second class*' citizenship in which the bias of an entire nation is promoted through the acceptance of firmly held beliefs enshrined in the media and also developed in the same. The role of democratic socialisation and normative role of legislation in left leaning society is for all citizens regardless of age as characterised through institutional education in which equality exists within their infrastructure(s).

Class defined through the varying lenses of strategic, tactical and operational viewpoints expresses convention and acceptance of the organised rules and development within organised structures. As such the failure of society happens to be where a child ceases to be included in the identification of the role of participatory education. This limits the development of not solely social skills through defying as opposed to defining social skills or defining culture and class through societal lens(es).

Equally education in all things from law as a mandatory primary subject at the core edict and role of making or breaking *rights* and *reforming* equality of opportunity is key. In so doing, it highlights current and future trends in inequality as unjust and as unfair. Rebuilding equality as a legitimate quest for freedom, rights and constitutional power and justice as right (in the form of human rights) and duty in the form of a societal contract in which welfare reform is applied and adjusted in line with inflation is also a similar narrative later to be delved into.

Parenthood as a motivation for youths is a dangerous analyses due in part to the overly sexualised media which psychologically allows youths to form grandiose ideas, connected to self worth as promoted through media infrastructure in which children grow to learn the very same social stereotypes (of which this is a mild generalisation) that halts the progression of society through repetition of the same arguments that have raged since the Representation of the Peoples Act(s).

The role of education through the use of language creates, critiques and self analyses society continuously without hindrance, reinforcing the equal opportunity, at times overshadowed by the hardship faced by single parent households. The difficulty of the failure in schools along with secondary and tertiary education (evolved from high school institutions through to college and university spaces) are open to all, though not all feel they have the requisite skills, knowledge, education or diction to compete in highly competitive markets.

The aim, through utilisation of simple and complex narratives would be to repeat key ideas of interest and discussion to ensue as opposed to directing the course of thought or action (such that a moral counter is pointed towards the morals and values of a society and former negative ideas and ideologies are enshrined as points of argument against right wing ideology). Intelligence through academia and academic principles such as the vocalisation, normalisation and constant appraisal within welfare structures of education are again key when thinking of the same. This can be

focused though a reduction in hate speech evidenced through limitation of the use of stereotypes in the form of racism.

As such, it would then point education and the democratic infrastructures and structures as professional, guided tools designed to provide for the state against fascism and right wing politics and policies. This in turn would lead society in this case to be more than free to focus on the ideology and education of peace whilst allowing checks and balances on the psycho-social level as opposed to focusing solely on targeted groups, classes and the wealthy (i.e. halting civil unrest due to mental ill health, lack of self care and allow for the psychological health check of a nation with a view to overcoming radicalisation through institutions which enshrine institutionalisation.

Again, this comes to the fore in a reduction of wastage in society through a social role for every citizen as opposed to the model of crime that encompasses six key points:-

- Crime and youth.
- Crime and gangs.
- Crime and authority.
- Crime and deterrents.
- Crime and the role of discipline.
- Crime and role of juvenile detention.

Reduction of which would not only save the state multiple forms of wastage within a capable and hard working, honest and honourable civil populous, replacing crime with self worth of the individual through the media's multiple vessels and channels in direct partnership with government and the police. All of this as seen through Strategic (5+ years), Tactical (medium term, 1-3 years) and the shorter term Operational lens (up to 1 year).

The Total Writing System as a Systematic Infrastructure for alleviating poverty, educating the public and allowing for the detection and prevention of all crime worldwide: The National Entitlement Card that works as Democracy rather than on a Concessionary basis

1.3

General aims, questions and points of note with regards to the disparaging and increasing divergence of the great divide in cultural wealth within class divisions as a note on the richness of a soul, the character of a nation and societal traits that point towards shared and divergent personality within cultural syntax. The differences between a normative labour economy within a social welfare state, or any state point towards the struggle(s) to clothe, feed and heat, house and entertain a civil populous versus the strain on government treasuries and political econometrics worldwide as a route out of pre-founded forms of societal bias. A relaxation within educational infrastructures and institutions allows limitations within any given society and creates an assumption of wealth whereby wealth within a capitalist, socialist or communist infrastructure is shared amongst either the entire populous or solely within an elite infrastructure that serves the few and not every aspect and corner of a nation. Despite this fact, corruption within each of the above mentioned systems is endemic, obvious and a strain to the public purse as well as of detriment to the health and well-being of any society due to the rapid rate of progress of every industry and infrastructure outside of social welfare.

The historic nature of job creation through government intervention and private and public partnerships as evidenced through various offices and departments should highlight a route to alleviating civil unrest and education through principles that are shared within the global civil populous. But without hindrance as to intergenerational difference(s) in

opinion, education and background (standardisation as a defence for structure, order and co-operation within any and every nation) allows a route to making poverty history as opposed to historic. For true competition of any state to become a reality, equality of each sovereign nation would have to be a reality. But where the public(s) of each nation allow the endemic nature of child poverty and malnutrition to remain a reality in the modern age, adult literacy and full compliance within governmental structures would have to point towards creating not solely competitive forces within any country but rather a route to the end of corruption.

Architecture in this light is painted as both modern and archaic, with older listed buildings highlighting the heritage of industries that underpinned the political and politicised language of wants and needs, both within the language, grammar and syntax of needs and wants. Marketing utilised and targeted aggressively towards a pre-teenage market every day (as well as more adult fields and disciplines within any given market, literature or culture) paint the inevitability of consumerism within any man or woman, or even a child's nature; regardless of whether they are selfless / self-serving / subordinate in capacity to gain for the drive for more capital.

The double-edged sword of a temporal (or time based economic guide and the social contract of the systematic abuses of welfare and education) within any economy whether it is of scale or even a political economy comes with it's own triggers and set-backs as a result of ideology that either promotes, develops or limits the same. The distribution, applicability and seasonality of preserved concepts, ideals and academic as well as literary economic values from heuristic idioms are the temporal economy manifested through culture, history, art and politics in the form of law as an educated principle.

A simplification of trends in agriculture, business, trade (domestic and foreign) over regionalised and national industry, manufacturing and engineering of new and genuinely useful products and services for both adult and junior markets split into demographic sub categories in this regard is a necessity. Refining social education with a view to increasing civil service as opposed to increasing solely welfare budgets with a view to ending the plight of any and all kinds of poverty, and especially homelessness in a world that has enough space to house every human life (or should) along with educating and providing for jobs is the new order of this and every successive generation. But how can this be achieved? Through tertiary education in both physical and natural science for anyone on social welfare with a view to alleviating the very same ills that create social bias.

Improving the self-worth of all nations, people(s) as a societal goal within technical and non-technical fields both domestically and overseas through promotion and encouragement of non-biased, person centred approaches to societal issues and non-judgemental values of successive

generations allows for just such a system. The value placed on removal of stereotypes in society and criminalisation of the poor as well as counter-terrorism within globalisation and the use of camera's in alleviating [and] reinforcing positive rules within society such that corruption is driven out from the bottom upwards may initially cause instability within value cultures of a nation(s) people as the redevelopment of society falls on the very people(s) it serves. An example would include the distribution and durability within primary, secondary and tertiary manufactured goods worldwide through international competition. The ideology that the philosophy of competitive forces within business, industry and trade accepts social actors but not social activism (and their related activists). Thus the limitations of a glamorous lifestyle with regards to the natural beauty of any nation versus the utilisation of clothing and foodstuffs marketed to support the United Nations world wide as a relief effort in which Food Banks would be operated by multi-national corporations such as supermarkets with a view to limiting the level of taxation paid to government (would also require provision of services such as medication outside of traditional charitable goods and services in unequal divisions of both labour and service or trade).

The scientific analysis of a temporal economy such as a 24 hour gym on the national grid highlights the success and or benchmarking of a complete society in need of continuous overhaul through the knowledge gained from Management infrastructure regardless of capital gain. An example of this point is noted when looking at the strain on the national grid of a lamp post that is not energy efficient or cost effective, secure and equally able to promote the use of conscious capitalism or ethical key indicators within capital use (i.e. CCTV in lamp posts to prevent and deter crime both with the knowledge and application of individual policing efforts within civilised culture whereby locking up individuals at the first instance is beside the point, the point being to save lives and protect the public, whilst changing the role of a civil servant from civilised educated servant of the people to civilised educated public members who serve one another in roles fit for purpose).

Small business start-ups analysed through education and diversification of a service sector as well as workforce(s) in comparison to benchmarked global startups in the same fields again highlights yet another point, namely that of education and competition in companies to the assumption of combined wealth and individual wealth within *any* sovereign state as well as *every* sovereign state. This is the question of democracy, privacy and rights and freedom's in the modern age. Global governance being a mixture of soft and hard skill sets and the definition of a well rounded education without mandatory legal studies (in high school or possibly earlier with a view to reducing crime as opposed to criminalising the public).

Key questions:-

- ✖ Can the corrupting influence of the power of wealth be classed as righteous or unrighteous in the eyes of the rich as well as the poor and distinctly destitute?
- ✖ Can the economy and accumulation of wealth ever be classed as a political form equal in states, households and individual global demography?
- ✖ Is poverty just or wholesome?
- ✖ Is wealth respectable or are human rights a richness beyond comparison? (this is not either / or)
- ✖ is wealth respectable or are human rights a richness beyond comparison?
- ✖ Is pride in an empty purse a virtue cursed?
- ✖ Is there honour in wealth or is it contemptible?

A note on Social Welfare and Social Education as a National Entitlement Card available to every member of the public whilst questions of private versus public (or) private public partnership(s) within any field.

The National Entitlement Card should be simple. Once activated by a parent, their child's card should allow them access to:-

- ✓ Bank (a pre-payment system regulated by Government {or Gov.})
- ✓ National Insurance
- ✓ Bus Pass
- ✓ Benefits
- ✓ Matriculation into school, college and university
- ✓ Council and library services and accounts
- ✓ Government access
- ✓ National Identity cards (replacing paper I.d worldwide – such as a passport)
- ✓ Social Welfare – from host country
- ✓ Social Education – from any and every institution through distance learning as directed by the United Nations in order to allow pairing and equal opportunity of learning for all students on social welfare which would allow for a national and international system of prepayment into academic and government systems for institutions working closely with all governments in line with anti-poverty and anti-corruption infrastructures.

Disclaimer

Due to the nature of these books, which all point towards the same idea and ideology, this is simply a suggestion towards a [global] democratic society.

The Total Writing System : The educational stimulus within a culture of academia starting with equality of diction

1.4

The following and preceding books all have a specific vocal authority with regards to the narrative simply defined through the role of education and legislation in defining the importance of diction and grammatical syntax in which the onus is on the individual reader / writer / student within a societal contract. A note on having to learn the law of a nation starts with the government portal(s) that currently and likely will exist in the future with a view to teaching anyone from any nation how the development of common

and civil law led to the development of society. The importance of diction within a subject such as law is derived through English and Latin translations; thus the process of learning and creation become deeply intertwined such as to allow self development through a system of books within a singular bookshelf. Whilst they (the books) are designed to be stand-alone, they equally are a system in which the writer and the student, parent and teacher alike will be able to see the fruits of a system that allows for a multitude of inspiration due to the depth of subject material.

Where there are a number of issues that are required to be discussed or considered disadvantageous (such as for instance the policies and politics of far right versus the politics of left in which liberal trends and trains of thought are the role of any and every nation, *equality of diction* then translates to moral acceptance or refutation of specific thematic points. For example the evils of exclusionary language within the role of mental health and the cure for the same through a revaluation of an individuals self worth within society through a social and cultural role in the psychological make-up of a nation). As such a structured and multi-tiered strategy is created through the comprehension of thematic discourse in which development of the self is paramount as an ideology with a view to incorporating the individual within a societal setting through education as ultimate equality. The strategies employed in assessing self dedication and commitment to a thematic discourse over the course of a month, regardless of initial comprehension should by the end of the reading leave the reader with a conscious and constant understanding of the expectation of a societal contract. This can be viewed through the syntactical lens of the environmental factors surrounding a mature and civil society through the use of linguistic approaches to broaching the subject of dialogue with regards to harder to communicate idea's such as the politics and identity of racial phenomenon and phonemes in written and academic infrastructures.

Application of current and future trends as well as historical perspectives with regards to national and international academic principles highlighted through the images of light and dark subjects, comedy, poetry, philosophical and political as well as divergent trends within racial and religious expectation of political correctness within a social and anti-social definition of the same issues associated with education. The culture of speech and the use of specific forms of language to point towards national sentiment and international specifications of the requirements of the use of language develops the individual perspective thus altering the freedoms(s) by putting the emphasis of a societal contract on the individual. Where they choose to take up the challenge of writing, developing and aiding in the psychological evaluation of the nation they live in, they become a part of a larger project in which the synthesis of natural and constructed idea's and perspectives allows for a redevelopment of the acceptance of national and cultural values in a normative setting. The analysis and critiquing of internal

and external forms of bias on an individual and societal level then creates the image of macro and micro (large or small) conceptions of society in which, the idea of looking at the synergistic elements of language (the sum of the parts not being equal to the whole, as with *Simplicitas dignita et iudices*) on an individual and societal level.

Equally the onus of development of a narrative is then placed as a constant discursive and discursive is placed on the language used and the information sources as primary tools with a view to developing problem solving and critical language use over time within a specific narrative. Discussion between parent / teacher / guardian(s) and the development of the promotion of educated principles within the nature of a civil society in the form of discourse as a dialogue as opposed to a judgement of civil society then allows the individual to develop themselves rather than competing with (themselves) in the form of completion of a degree or form of education through social welfare. This is utilised in the format of political and philosophical constructive criticism and poetical analyses (in a simplified format that define a number of divergent and convergent trends within society and ultimately the construction of an age of enlightenment through thematic conceptions and the use of tone within the inferences made as a result of moral and societal discussion which should ensue between parent / teacher and guardian(s) as well as children).

Transition between passive and active oral and written thematic discourse as a dialogic interchange between the writer and the reader requires a responsive and direct construction of the moral nature with which liberal art and culture inspire further art and culture in a cyclical rotation of similar and further reaching values that are not solely racial but social (as a point of note, an example of a thematic dialogue might include the dialogue of *5th of October : 9pm*. The idea of one nation being picked upon as opposed to any other nation being responsible for the use of education leading to an instance of annihilation of a nation would be in opposition to the direction and movement of an entire civilisation. The aim being to remove the 'ad nauseam' of a negative thematic ideology such as that of race or lack of freedom or sovereignty. This in turn puts the writer somewhere between educator and reader as well as producer where they take up a societal contract in order to develop their local, national and international self-image as well as becoming an ambassador for the nation they serve as a civil servant in any form whilst fulfilling their own role in society. All of this is such that the current and future student aims to become a current and future writer, whether this is through organised educational infrastructure or otherwise is a role as yet to be developed.

Definition of the grammar in the direct and indirect uses of the Total Writing Systemic and environmental learning processes are defined in the role of the individual and the worth of the same in broaching more difficult subject material; the relevance of which relates to the compound foundation

of a learning strategy. Religion, though theistic within the ideology of a monoculture, highlights without expressly being overt or the inverse of the same, on an individual and societal level. Political, economic, social and technological as well as legislation and environmental factors without (and equally within) the demography of democratic infrastructure of educational stimulus.

Cognitive development of both adult literacy through both protracted and emphasised use of incorrect grammatical syntax then aims for all individuals to aim, teach and learn equally at the same time as a route to education and democracy with a view to creating Global Disarmament discussion and (or even) a vote within every democratic infrastructure working towards an equal position within space and time. Development of self-motivation and learning through the *Societal Civil Contract* e.g. such as that discussed within the *Declaration of Education and Social Welfare* as a means to creating a multi-tiered social welfare reform programme such that social inclusion is not on the basis solely of merit or worth of an individual but actually on the academic and societal value placed on the idea of ***Absolute Equality. I.e the faster all of society on a planetary level develops, the quicker the world as a whole will achieve a position within a space based organisation and infrastructure as opposed to applying the competitive forces of one nation over another.***

Personal goal setting and normative guidance, critique and analyses of what a democratic interchange of social value would look like both in a realised educational setting and equally with a view to developing positive mannerisms, behaviours, dialogue and interchange with democratic infrastructures. Equality of Opportunity as a Societal Contract that defies individual perceptive behaviour and the use of language with a view to defining the opposite of bias through questions of social bias, class and the need to alleviate poverty through any and all means (such that lives are saved in winter, summer and equally any season in which the environment is still affected such that there is a danger that people either dehydrate or freeze whilst contracting potential sickness and disease on the streets of any nation). Equally, development of a coping schemata such that the efforts of bullying and of the bullied (for children and equally for adults) is removed with a view to noting the nature of productions of written material.

The Total Writing Systemic formative ideologies: Trading between a system of market places designed to support world trade in the event of an economic crash of the inflationary model of socio-econometric structures within an African model

United Nations peacekeepers utilised with a view to access from a diplomatic core of officials resident within the capital city of every country on the globe with a view to making technical specifications with a view to utility within the space race development of a core contingent of future Mars residents would allow for Peace keeping forces to aid in Global Disarmament replacing all the police, army and fire department as well as ambulatory services with immediate effect in a fair and free society would allow access to diplomats in every country. This is a wordy sentence, but the soldier's of *cross or other sections* would have one sole prerequisite to joining the army. This sole prerequisite would be the sole route to the United Nations System. You must be religious in one way, shape or form in order to learn from the legislative standard of the United Nations from the inside. First the best case scenario of a disarmed civil populous in Edinburgh in which the police recently ceased a contingent of guns in Moredun. Meanwhile the worst case scenario, an orphanage filled with H.I.V / Aids children.

Both of these scenario's highlight the same issue from a different angle. In Detroit the right to bear arms limits the ability to increase rates of adult literacy through employment post social contract to pay benefits with a view to encouraging a civil populous en masse to education and employment. Meanwhile in Europe the European Union is attempting to squeeze Great Britain financially for contracts that they would rather not let go for the sake of transient multifaceted diplomatic dialogues. This point is not an educational discourse but rather the point is, United Nations Peacekeeping forces have to become adept at civil service as well as armed conflict and feeding the poor through construction of an education infrastructure and architecture syllabus. Radiation from the earths sun as a point of note will likely be a cause of cancer due to the earth's equator being

closer to the surface of the sun during certain points within the earth's rotating wobble through the surface of the universe in the form of a galaxy that over time will either move further from other galaxies or closer to other galaxies due to radiation. All whilst the black hole at the centre of the galaxy churns constantly, hungry for more. Space is a fascinating place.

Non-militarisation of non-combatant civil populous in lieu of consumer education through scientific specialisation. African police guards who replace civilian and police forces with a view to training in how to handle a civil populous without weapons post gun and knife amnesties within a contingent of United Nations peace keeping forces with a view to highlighting the interests of Global Disarmament to international trade. The de-weaponisation of every nation state would then be only applicable under the auspices of planetary invasion as opposed to invitation to fight war against terrorism in anything but destruction of the black market within 1-3 years. The role of the United Nations Headquarters would be to peacefully interact with and as the police and anti-corruption infrastructure within democratic and sovereign states as equals. Where there was refusal of any nation to commit, they cease to have access and face a bar on all forms of trade, including provision of technology, academic interaction, institutions of economy including the World Bank, International Monetary Fund and World Health Organisation to name but a part of the United Nations system including the Security Council and National Anti-Terror and Interpol infrastructures.

Capacity building of government office through anti-corruption infrastructure training; distance learning on civil policing and legislative learning for the entire civil populous incorporating Science, Technology, Engineering, Management, Natural Science and Architecture and Construction. Equality is a state of mind. Public participation in apprenticeship would be the first phase (2-3 month class based learning system for the entire uneducated {by uneducated I mean anyone who has either little to no education post primary school} in colleges and universities built for purpose. This would allow for a public census of the entire populous as each member learns of a public agenda such as:-

1. Public education with a view to democratic systems and responsible voting, the dangers of corruption and police infrastructure through the law with a view to teaching civil public through all mediums from the internet to television as a form of societal reparations with a view to creating new business start-ups post *Societal Civil Contract*.
2. Globalised thinking with a view to teaching both the youth and mature individuals in western nations how to view anti-racist and biased equal opportunities through the foundation of a United Nations system viewpoint.
3. Economy and taxation through *Social Welfare* which at present doesn't necessarily exist for the poorest of society whilst the people who do have jobs are blessed with extremes of wealth beyond all racial boundaries.

4. Societal remuneration and foundation of societal justice and actual equality as opposed to perspectives.

5. Building economical and built for purpose cities in Africa; fit for British consumption as an example of a standard (with architecture in ancient Grecian and classical Roman or Venetian, Dutch, German, American or other contemporary and ancient styles as an honest example of reparations) habitable to an adaptable and potential aspect of renaissance thinking.

Education and Healthcare : A United Nations System addendum to an agenda and theory with regards to Making Poverty History in all its forms throughout the world(s) present and future

To begin with I'd like to define through each and every one of my books, the nature of class based economies within a global society which is the nature of the narrative in each book. In an age where South American drugs cartels are in control of a civil populous, each of whom have a need for direction and for both salvation, through the varying forms of education and healthcare, as a result of enforced slavery, as a form of workforce for the same cartels, the questions revolving around these situations begins to become clearer. It is akin to the former Apartheid that was showcased throughout the world in South Africa and now North America along with the Gaza strip and Israel. The Balkan regions are facing corruption trials for leaders who may or may not have taken the role of office as seriously as they should have. Secondly I would like to make not as to the Total Writing System, based on education as opposed to capital with social inclusion through education of an entire global populous.

Previously I wrote about the dangers of smoking and drugs, now I shall explain. Smoking, prior to cancer makes your teeth bleed. Don't start smoking if you haven't started already. Drinking destroys your liver which affects a number of different organs. Both of these coupled with narcotics affect the transmission of oxygen from the heart to the brain and can lead to a multitude of illnesses which are a strain on an already overburdened healthcare service. Thus, Nutrition and healthcare become paramount in the role of protecting and surviving the age through simple self-care, be that through healthcare and well-being amongst a civil populous both domestically and abroad. Maturity aptitude and merit come in with regards to the following globalised and localised issues:-

Problem(s) and issues within Political infrastructure(s) globally and domestically :- Homelessness within and adult and civil civilian and former military populous.

- HIV/Aids/Cancer/Ebola is namely undetectable where there is not an infrastructure in place to allow for the checking of transmission within a civil populous within homeless people.

- Agricultural impetus in feeding the homeless; vegetables, nutrition and diet are a major issue for the homeless.
- Policing and protection both of people who have homes and people who do not have homes is (and should be) a priority through social upheaval and psychological make-up of *any* and *every* country.
- The history and nature of poverty within society and the limited nature of infrastructure globally supporting those at the absolute bottom of society.
- The use (or lack of) transportation and infrastructure to support and aid in the fight to end poverty globally.
- Economy and crime along with the cost and toll to judicial proceeding *where there are crimes committed* at the cost of the public purse.
- Anti-corruption stances within democratic infrastructure.
- Education within a tolerant and civil ageing populous.
- National and international agencies designed to fight poverty.
- The role of mining and manufacturing in international and global markets and the ethical treatment of the impoverished with a view to altering the role of scarce resources (this is only one out of billions upon billions of planets. The moon has gold. Why destroy one planet if we cannot find a way to coexist and live in peace).
- Conservation of flora, fauna and natural ecosystems.
- Child and adult literacy.
- Art and culture along with the development(s) within trade and aid along with disaster relief.
- The environment and the melting of the polar ice caps and increases in temperature on a global scale (of which this information was known in the 1970s but due to lack of political will, very little progressive change has promoted the need internationally until recent generations).
- Secular religion and education within any field (namely natural science) outside of religion. Faith is as important as survival on a planet that is growing bleak due to lack of faith.
- Welfare and rights in light of taxation and the role of taxation within any stable economy.
- The monetisation of education and healthcare as a symptom of a greater need for change.
- Construction within agricultural societies and housing as an opportunity cost for an increasing civil populous.
- The rate and pace of change within any nation on the globe along with the question of sovereignty over power misused and under utilised as opposed to the role (the actual role of) democratic and constitutional rights.

- The media and the prosecution and (or) promotion of an ideal:-
 - The citizens
 - Infrastructure and business
 - educational stimuli
 - change management
- Police /Ambulance and Fire service capacity building in nations that don't necessarily have them as a prerequisite for reducing the onset of immigration along with the role of service capacity building.
- Consistent and clear leadership within the public eye through the use of all mediums with a view to establishing both a public and peer based dialogues that allow for the role and duty of government to be fulfilled.
- Mental ill health (coping strategies and the role of teaching the stigma surrounding mental ill health)
- Female as well as all rights and the nature of unequivocal Absolute Equality.
- The prevalence of substance misuse and alcohol misuse in minors.
- Land use and land management
- Human resources allocation and the distribution of individuals within United Nations Headquarters worldwide with positive discrimination and equal participation within an international organisation. i.e. participatory and democratic inclusion within the infrastructure.
- Evacuation and emergency relief infrastructure appraisal and redevelopment.
- Contingency planning and opportunity costing.

Proof